

Align for Success

School Day/Afterschool Alignment Rubric

Integrated	Coordinated	Associated	Self-Contained
Systematic and reciprocal relationship	Consistent communication and effort	Desire to align but do not have a strong connection	Little or no attempt to collaborate

Relationships

Program and School Policy

Shared Resources

Student Needs

Academics

Each section of this rubric offers examples of the degree of bridging within a program (afterschool program) and school team partnership. Program staff, along with administrative school day team staff, are encouraged to use this rubric to assess perceptions and engage in dialogue.

Circle the examples that reflect your current alignment practices. This will help you identify alignment “gaps” that can be turned into action plan goals. They can also help identify areas of strength to scale or replicate within your program.

The School Day/Afterschool Alignment Align for Success Project is a collaboration between the Utah Afterschool Network (UAN), Utah Education Policy Center (UEPC), United Way of Salt Lake (UWSL), and the Charles S. Mott Foundation. This self-assessment rubric has input from the Align for Success Task Force which is made up of school day, afterschool, and administrative staff in the greater Salt Lake area. Based on a literature review conducted by UEPC, it incorporates Gil Noam’s research (2003) on afterschool/school day alignment, in which he proposed various degrees of “bridging.” The work of Noam and his associates provided the framework that future researchers have utilized and built upon. Bennett (2015), and Anthony, & Carmichael (2016) studied alignment through the sharing of academic resources, communication, and a sense of partnership.

Integrated	Coordinated	Associated	Self-Contained
Relationships			
Program and school teams have reciprocal, two-way transparent communication and share accountability for program successes and challenges.	There are staff members designated to oversee communication between program and school teams, but information is not widely shared.	One or both teams recognize the need to have reciprocal, two-way transparent communication, but there are not specific persons designated for this role.	None or little communication exists between the program and school teams.
Both teams co-design the overall program structure and outcomes to align with the school day.	Common language and shared understanding of the overall design and outcomes for each team are understood.	One or both teams have awareness of the other teams' design and outcomes, but they are not aligned.	Program and school teams do not understand the other team's structure and desired student outcomes.
Both teams have mutual respect and trust, keeping the goal of student success at the forefront.	Both teams recognize the need to establish mutual respect and trust and are actively working towards this.	Little progress has been made between the teams to have mutual respect and trust.	Mutual respect and trust do not exist between the program and school teams.
Program and school teams consistently co-design goals for student success. Full ownership of "our students" exists.	Shared goals for student success exist between the two teams, but they are not consistently co-designed.	Goals are developed for student success but neither team is fully invested in them.	Neither team aligns goals for student success and a "your students" mentality exists
Subtotal: _____	Subtotal: _____	Subtotal: _____	Subtotal: _____

Program and School Teams Policy

Program and school teams understand each other's grant funded requirements recognizing some components cannot be changed.	There is a staff member between the two teams who understands grant funded requirements, but this knowledge is not widely shared.	There is an awareness of grant funded requirements, but the specifics are not known between the two teams.	Program and school teams do not share information regarding grant funded policies.
Program and school teams regularly discuss student attendance successes/challenges to support these policies.	Both teams recognize the need to communicate regarding student attendance successes and challenges, and efforts are being made.	One or both teams recognize the need to communicate regarding student attendance, but little progress has been made.	There is no communication regarding student attendance between the program and school teams.
Both align policies on student behavior and expectations and have discussed these policies with all staff and students to ensure consistency.	There are consistent policies and expectations regarding student behavior for both teams, and efforts are being made to align these policies.	Consistent policies and expectations regarding student behavior are recognized by one or both teams, but little progress has been made.	Program and school teams do not share policies and expectations regarding student behavior.
Program and school teams co-design a policy/process to share student data (grades, test scores, behavior logs) to support progress of student outcomes.	Both teams recognize the need to have a policy or process in place to share student data, and efforts are being made to establish a reciprocal system.	One or both teams have a desire to have a policy or process through which to share student data, but little progress has been made to develop a system.	There is not a data-sharing structure or process in place between the teams.
Subtotal: _____	Subtotal: _____	Subtotal: _____	Subtotal: _____

Integrated	Coordinated	Associated	Self-Contained
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Shared Resources

Program staff can independently access rooms and spaces within the school and there's mutual understanding on the proper use of these spaces. No space in the school is off-limits to the program.	Key program staff have access to shared rooms and spaces. Mutual respect on proper use of these spaces exists between some staff but not all.	One or both teams recognize the need to share rooms and spaces, but access is restricted. A lack of mutual respect and trust exists.	Program and school teams do not share rooms or spaces.
Both teams have adequate access to shared materials and equipment (lesson plans, computer lab, general classroom materials, etc.).	Both teams recognize the need to share materials and equipment and are actively working towards this.	The need to share materials and equipment is recognized by one or both teams, but little progress has been made.	Materials and/or equipment are not shared between the program and school teams.
There are agreements/processes in place to share personnel and staff expertise. Joint professional development opportunities are provided.	The sharing of personnel and staff expertise is something both teams are actively working towards. Some professional development opportunities are available to both teams.	One or both teams recognize the need to share personnel and staff expertise, but little progress has been made. Most professional development opportunities are not accessible by both teams.	Program and school teams do not share personnel and/or staff expertise. There are no joint professional development opportunities.
Subtotal: _____	Subtotal: _____	Subtotal: _____	Subtotal: _____

Student Needs

Program and school teams consistently communicate and meet regularly regarding the behavioral, social-emotional, health/safety, and attendance needs/concerns of their students.	Both teams recognize the need to communicate behavioral, social-emotional, health/safety, and attendance needs and concerns and are actively working towards this.	One or both teams recognize the need to communicate behavioral, social-emotional, health/safety, and attendance needs and concerns, but little progress has been made.	Behavioral, social-emotional, health/safety, and attendance needs/concerns are not shared between the two teams.
The school team actively assist with the recruitment and referrals of students for the program.	Some school team staff assists with the recruitment and referral of some students.	There is recognition of the need to collaborate on the recruitment and referral of students, but little progress has been made.	School team does not assist with the recruitment and referral of students.
Resources are frequently shared between the two teams on mental health and trauma informed care.	Sharing resources on mental health and trauma informed care is something both teams are working towards.	Little progress has been made in sharing resources on mental health and trauma informed care between the two teams.	Mental health and trauma informed care resources are not shared between the two teams.
The program team helps families learn about school activities and expectations. Both teams work as equal partners in parent/guardian engagement and communicating family needs.	Both teams recognize the need to work together in engaging parents/guardians and are actively working towards a partnership in this area.	One or both teams want to work together in engaging parents/guardians, but little progress has been made.	Program and school teams do not work together to engage parents/guardians.
Subtotal: _____	Subtotal: _____	Subtotal: _____	Subtotal: _____

Integrated	Coordinated	Associated	Self-Contained
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Academics

Program and school teams share and intentionally align academic curriculum, tools, and resources to ensure consistency for all students. There is clear communication on available resources.	Both teams recognize the need to share academic curriculum, tools and resources, and are actively working towards this. Some staff on the program team may be aware of available resources but not all.	One or both teams recognize the need to share academic curriculum, tools and resources, but little progress has been made in this area.	Program and school teams do not share or align academic curriculum, tools, or resources.
The academic progress of students is communicated intentionally and frequently between both teams. Both teams are invested in seeing increases in student academics.	The need to communicate regarding the academic progress of students is recognized by both teams and they are actively working towards this.	The communication regarding the academic progress of students is frequently one-sided and not reciprocal between the two teams.	There is no communication regarding academic progress of students between the two teams.
Program and school teams meet regularly to share and discuss student academic data. This data is used to adjust the academic support offered.	Both teams recognize the need to share and discuss student academic data and are actively working towards this.	One or both teams recognize the need to share and discuss students' academic data, but processes are not established to support these conversations.	Program and school teams do not share student academic data.
Subtotal: _____	Subtotal: _____	Subtotal: _____	Subtotal: _____

Total: _____	Total: _____	Total: _____	Total: _____
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Rubric Reflection

1. What are areas of strength in your program?
2. What are areas you can improve on in your program?
3. What goals can you set to improve your program?

References:

Anthony, K., and Carmichael, T. (2016) Measure of alignment self-assessment (MASA) Tool. Unpublished draft.

Bennett, T. (2015). Examining levels of alignment between school and afterschool and associations with student academic achievement. *Journal of Expanded Learning Opportunities*, 1(2), 4-22.

Noam, G. G., Biancarosa, G., & Dechausay, N. (2003). *Afterschool education: Approaches to an emerging field*. Harvard Education Press; Harvard, MA.